

1                   A bill to be entitled  
2       An act relating to education; amending s. 1001.03, F.S.;  
3       requiring the State Board of Education to review the  
4       Sunshine State Standards and replace them with World Class  
5       Education Standards; establishing requirements for the  
6       standards; requiring reports; providing requirements for  
7       the adoption, review, and revision of the standards;  
8       requiring evaluation of proposed standards; requiring  
9       reports on student achievement; amending ss. 39.0016 and  
10      445.049, F.S.; conforming provisions; amending s. 1000.21,  
11      F.S.; revising the systemwide definition of standards;  
12      conforming provisions; amending s. 1001.02, F.S.; revising  
13      provisions authorizing the State Board of Education to  
14      adopt rules; amending s. 1001.215, F.S.; conforming  
15      provisions; amending s. 1001.41, F.S.; requiring a school  
16      district to emphasize certain content in social studies  
17      education; amending s. 1001.42, F.S.; conforming  
18      provisions; creating s. 1001.55, F.S.; requiring certain  
19      high-performing school districts to submit plans to the  
20      State Board of Education and give certain authority to  
21      specified school principals; requiring annual reports;  
22      amending ss. 1002.33 and 1002.415, F.S.; conforming  
23      provisions; amending s. 1003.41, F.S.; specifying  
24      requirements for World Class Education Standards; amending  
25      s. 1003.428, F.S.; revising provisions governing credits  
26      required for high school graduation; conforming  
27      provisions; requiring school districts to include a  
28      distinguished-honors notation on diplomas and academic

29 transcripts under specified conditions; conforming  
30 provisions; amending s. 1003.43, F.S.; conforming  
31 provisions; creating s. 1003.451, F.S.; requiring the  
32 State Board of Education to adopt standards for world-  
33 language instruction and provide flexibility in foreign-  
34 language teacher certification; requiring school districts  
35 and schools in the K-8 Virtual School Program to submit  
36 plans for elementary school world-language curricula;  
37 authorizing use of instructional materials funds; creating  
38 s. 1003.59, F.S.; requiring the State Board of Education  
39 to adopt a model policy for accelerated learning  
40 opportunities for academically talented students;  
41 requiring school districts to implement an accelerated  
42 learning policy; requiring the Department of Education to  
43 submit an annual report; amending ss. 1004.04 and 1007.35,  
44 F.S.; conforming provisions; amending s. 1008.22, F.S.;  
45 requiring the Florida Comprehensive Assessment Test to  
46 assess students in social studies; requiring the content  
47 knowledge and skills of the statewide assessment program  
48 and Florida Comprehensive Assessment Test to align to the  
49 World Class Education Standards; providing for the  
50 expedited revision of the Florida Comprehensive Assessment  
51 Test; requiring the Commissioner of Education to report  
52 certain information; establishing limitations on testing  
53 schedules for the Florida Comprehensive Assessment Test;  
54 providing for a proficiency designation in a subject area  
55 for a grade level based on student scores on the Florida  
56 Comprehensive Assessment Test; creating s. 1008.222, F.S.;

57 providing requirements for end-of-course examinations;  
58 establishing timelines for implementation and requiring  
59 dissemination of information; amending s. 1008.25, F.S.;  
60 conforming provisions; requiring remediation in social  
61 studies; revising requirements for an annual report;  
62 amending s. 1008.385, F.S.; conforming provisions;  
63 amending ss. 1012.05, 1012.28, and 1012.52, F.S.;  
64 conforming provisions; amending s. 1012.56, F.S.;  
65 requiring the State Board of Education to align subject  
66 area examinations to the World Class Education Standards;  
67 conforming provisions; amending s. 1012.585, F.S.;  
68 applying certain inservice points toward renewal of an  
69 educator professional certificate specialization area;  
70 amending s. 1012.72, F.S.; conforming provisions; amending  
71 s. 1012.98, F.S.; requiring a school district's inservice  
72 activities to support state standards; directing districts  
73 to align inservice activities to the World Class Education  
74 Standards; providing that an individual professional  
75 development plan requires instructional employees to  
76 complete specified inservice activities; requiring passage  
77 of an inservice examination for award of certain inservice  
78 points; directing the department to establish examination  
79 competencies; requiring statewide standardized delivery of  
80 certain inservice activities and outcome measurement of  
81 such activities; requiring the department to provide  
82 specified statewide standardized professional development  
83 and requiring educators to participate therein; requiring  
84 school districts to inventory professional development

85 | programs; establishing priority for use of professional  
 86 | development funds; requiring school districts to submit  
 87 | reports; requiring the Office of Program Policy Analysis  
 88 | and Government Accountability to submit reports relating  
 89 | to after-school programs and state-level governance of  
 90 | early learning programs and child care regulation;  
 91 | providing report requirements; requiring the Commissioner  
 92 | of Education to submit a report on visual and performing  
 93 | arts education; providing report requirements; creating  
 94 | the Public-Private Partnering Task Force within the  
 95 | Department of Management Services; designating members;  
 96 | providing for per diem and travel expenses; requiring the  
 97 | task force to submit a report to the Governor and  
 98 | Legislature; providing report requirements; providing for  
 99 | the future abolishment of the task force; providing an  
 100 | appropriation; providing effective dates.

101

102 | Be It Enacted by the Legislature of the State of Florida:

103

104 | Section 1. Subsection (1) of section 1001.03, Florida  
 105 | Statutes, is amended to read:

106 | 1001.03 Specific powers of State Board of Education.--

107 | (1) PUBLIC K-12 STUDENT PERFORMANCE STANDARDS.--

108 | (a) The State Board of Education shall review ~~approve the~~  
 109 | ~~student performance standards known as the Sunshine State~~  
 110 | ~~Standards and systematically replace them by adopting World~~  
 111 | ~~Class Education Standards that prepare Florida's students to~~  
 112 | effectively engage, communicate, and compete in a global

113 economy. As used in this section, the term "World Class  
114 Education Standards" means curricular standards by subject area  
115 and grade level that integrate critical thinking and problem-  
116 solving skills, creativity and innovation skills, communication  
117 and information skills, collaboration skills, contextual and  
118 applied-learning skills, information and media-literacy skills,  
119 and civic-engagement skills. The World Class Education Standards  
120 shall, at a minimum:

121 1. Establish the essential content knowledge and skills,  
122 by each in key academic subject areas and grade level, that are  
123 necessary for student academic achievement;

124 2. Identify the general content knowledge that a student  
125 is expected to acquire for reading proficiency;

126 3. Identify the specific content knowledge and skills that  
127 a student is expected to acquire and be able to demonstrate for  
128 each subject area listed in s. 1003.41 by grade level;

129 4. Provide for the sequential development of a student's  
130 content knowledge and skills grade by grade for each subject  
131 area; and

132 5. Provide for alignment to curricula appropriate for  
133 preparing high school graduates to enter the workforce and  
134 compete in high-demand careers in Florida's global economy and  
135 to succeed in postsecondary education levels.

136 (b) By January 31, 2008, the State Board of Education  
137 shall establish an expedited a schedule for to facilitate the  
138 adoption ~~periodic review~~ of the World Class Education Standards,  
139 and for the periodic review and revision of the standards, to  
140 ensure superior adequate rigor, relevance, logical student

141 progression, and integration of reading, writing, and  
 142 mathematics across all subject areas. By January 1, 2009, and by  
 143 January 1 of each year thereafter, the state board shall submit  
 144 a report to the Governor, the President of the Senate, and the  
 145 Speaker of the House of Representatives detailing the status of  
 146 the adoption, implementation, and any subsequent revisions of  
 147 the World Class Education Standards.

148 (c) The State Board of Education shall include Florida  
 149 educators in the development and review of the standards. The  
 150 state board shall consider the recommendations of educators,  
 151 citizens, and members of the business community; consult  
 152 national or international curricular experts in each review by  
 153 subject area; and consider standards implemented by other states  
 154 or nations, which standards are regarded as exceptionally  
 155 rigorous by the curricular experts. The state board shall also  
 156 ~~must~~ include the participation of curriculum leaders in other  
 157 content areas, including the arts, to ensure valid content area  
 158 integration and to address the instructional requirements of  
 159 different learning styles.

160 (d) The process for adoption and revision of the World  
 161 Class Education Standards ~~review and proposed revisions~~ must  
 162 include leadership and input from ~~the state's~~ classroom teachers  
 163 and ~~selected~~ school administrators, postsecondary institutions  
 164 ~~and community colleges and universities,~~ and ~~from~~  
 165 ~~representatives from~~ business and industry representatives who  
 166 ~~are~~ identified by Enterprise Florida, Inc.

167 (e) The State Board of Education, before adopting or  
 168 revising the World Class Education Standards for a subject area,

169 shall submit the proposed standards for evaluation by more than  
 170 one nationally recognized foundation, institute, organization,  
 171 or board with expertise in performance standards for K-12  
 172 curricula. The state board shall submit the evaluations to the  
 173 Governor, the President of the Senate, and the Speaker of the  
 174 House of Representatives before adopting the proposed standards.

175 ~~local education foundations. A report including proposed~~  
 176 ~~revisions must be submitted to the Governor, the President of~~  
 177 ~~the Senate, and the Speaker of the House of Representatives~~  
 178 ~~annually to coincide with the established review schedule. The~~  
 179 ~~review schedule and an annual status report must be submitted to~~  
 180 ~~the Governor, the President of the Senate, and the Speaker of~~  
 181 ~~the House of Representatives annually not later than January 1.~~

182 (f) Beginning with the 2008-2009 school year, the State  
 183 Board of Education shall submit an annual report on the  
 184 achievement results of Florida's students based on instruction  
 185 aligned to the World Class Education Standards implemented to  
 186 date. The report shall be submitted to the Governor, the  
 187 President of the Senate, and the Speaker of the House of  
 188 Representatives by December 30 of each year and shall include  
 189 data to monitor achievement gains and to provide academic  
 190 comparisons of Florida students who are achieving at or above  
 191 grade level to other students nationally and to students at  
 192 commensurate grade levels in other countries.

193 Section 2. Paragraph (b) of subsection (4) and paragraph  
 194 (d) of subsection (5) of section 39.0016, Florida Statutes, are  
 195 amended to read:

196 39.0016 Education of abused, neglected, and abandoned

197 children.--

198 (4) The department shall enter into agreements with  
199 district school boards or other local educational entities  
200 regarding education and related services for children known to  
201 the department who are of school age and children known to the  
202 department who are younger than school age but who would  
203 otherwise qualify for services from the district school board.  
204 Such agreements shall include, but are not limited to:

205 (b) A requirement that the district school board shall:

206 1. Provide the department with a general listing of the  
207 services and information available from the district school  
208 board, including, but not limited to, the World Class Education  
209 ~~current Sunshine State~~ Standards, the Surrogate Parent Training  
210 Manual, and other resources accessible through the Department of  
211 Education or local school districts to facilitate educational  
212 access for a child known to the department.

213 2. Identify all educational and other services provided by  
214 the school and school district which the school district  
215 believes are reasonably necessary to meet the educational needs  
216 of a child known to the department.

217 3. Determine whether transportation is available for a  
218 child known to the department when such transportation will  
219 avoid a change in school assignment due to a change in  
220 residential placement. Recognizing that continued enrollment in  
221 the same school throughout the time the child known to the  
222 department is in out-of-home care is preferable unless  
223 enrollment in the same school would be unsafe or otherwise  
224 impractical, the department, the district school board, and the



225 Department of Education shall assess the availability of  
226 federal, charitable, or grant funding for such transportation.

227 4. Provide individualized student intervention or an  
228 individual educational plan when a determination has been made  
229 through legally appropriate criteria that intervention services  
230 are required. The intervention or individual educational plan  
231 must include strategies to enable the child known to the  
232 department to maximize the attainment of educational goals.

233 (5) The department shall incorporate an education  
234 component into all training programs of the department regarding  
235 children known to the department. Such training shall be  
236 coordinated with the Department of Education and the local  
237 school districts. The department shall offer opportunities for  
238 education personnel to participate in such training. Such  
239 coordination shall include, but not be limited to, notice of  
240 training sessions, opportunities to purchase training materials,  
241 proposals to avoid duplication of services by offering joint  
242 training, and incorporation of materials available from the  
243 Department of Education and local school districts into the  
244 department training when appropriate. The department training  
245 components shall include:

246 (d) Training of caseworkers regarding the services and  
247 information available through the Department of Education and  
248 local school districts, including, but not limited to, the World  
249 Class Education ~~current Sunshine State Standards~~, the Surrogate  
250 Parent Training Manual, and other resources accessible through  
251 the Department of Education or local school districts to  
252 facilitate educational access for a child known to the

253 department.

254 Section 3. Paragraph (g) of subsection (7) of section  
255 445.049, Florida Statutes, is amended to read:

256 445.049 Digital Divide Council.--

257 (7) PROGRAM OBJECTIVES AND GOALS.--The programs authorized  
258 by this section shall have the following objectives and goals:

259 (g) Using information technology to facilitate achievement  
260 of the World Class Education ~~Sunshine State~~ Standards by all  
261 children enrolled in the state's K-12 school system who are  
262 members of at-risk families.

263 Section 4. Subsection (7) of section 1000.21, Florida  
264 Statutes, is amended to read:

265 1000.21 Systemwide definitions.--As used in the Florida K-  
266 20 Education Code:

267 (7) "World Class Education ~~Sunshine State~~ Standards" means  
268 the student content are standards, as described in ss.

269 1001.03(1) and 1003.41, that identify what public school  
270 students are expected to ~~should~~ know and be able to demonstrate  
271 ~~do~~. The term includes the Sunshine State Standards for a subject  
272 area until the standards are replaced under s. 1001.03(1) by the

273 World Class Education Standards for the subject area. ~~These~~  
274 ~~standards delineate the academic achievement of students for~~  
275 ~~which the state will hold its public schools accountable in~~  
276 ~~grades K-2, 3-5, 6-8, and 9-12, in the subjects of language~~  
277 ~~arts, mathematics, science, social studies, the arts, health and~~  
278 ~~physical education, foreign languages, reading, writing,~~  
279 ~~history, government, geography, economics, and computer~~  
280 ~~literacy.~~

281 Section 5. Subsection (1) of section 1001.02, Florida  
 282 Statutes, is amended to read:

283 1001.02 General powers of State Board of Education.--

284 (1) The State Board of Education is the chief implementing  
 285 and coordinating body of public education in Florida, and it  
 286 shall focus on high-level policy decisions. The state board ~~it~~  
 287 has authority to adopt rules under ~~pursuant to~~ ss. 120.536(1)  
 288 and 120.54 to implement the provisions of law conferring duties  
 289 upon the State Board of Education, the Commissioner of  
 290 Education, and the Department of Education ~~it for the~~  
 291 ~~improvement of the state system of K-20 public education.~~ Except  
 292 as otherwise provided by law herein, the State Board of  
 293 Education ~~it~~ may, as it finds appropriate, delegate its general  
 294 powers to the Commissioner of Education or the directors of the  
 295 divisions of the department.

296 Section 6. Subsection (8) of section 1001.215, Florida  
 297 Statutes, is amended to read:

298 1001.215 Just Read, Florida! Office.--There is created in  
 299 the Department of Education the Just Read, Florida! Office. The  
 300 office shall be fully accountable to the Commissioner of  
 301 Education and shall:

302 (8) Periodically review the World Class Education ~~Sunshine~~  
 303 ~~State~~ Standards for reading at all grade levels.

304 Section 7. Subsection (3) of section 1001.41, Florida  
 305 Statutes, is amended to read:

306 1001.41 General powers of district school board.--The  
 307 district school board, after considering recommendations  
 308 submitted by the district school superintendent, shall exercise

309 the following general powers:

310 (3) Prescribe and adopt standards and policies to provide  
311 each student the opportunity to receive a complete education  
312 program, including language arts, reading, and writing; ~~τ~~  
313 mathematics; ~~i~~ τ science; ~~i~~ τ social studies, including geography and  
314 economics, with an emphasis on history, government, civics, and  
315 United States patriotism and national sovereignty; health; ~~τ~~  
316 physical education; ~~i~~ τ foreign languages; visual and performing ~~τ~~  
317 ~~and the arts~~; and computer literacy, as defined by the World  
318 Class Education Sunshine State Standards. The standards and  
319 policies must emphasize integration and reinforcement of  
320 reading, writing, and mathematics skills across all subjects,  
321 including career awareness, career exploration, and career and  
322 technical education.

323 Section 8. Paragraph (a) of subsection (16) of section  
324 1001.42, Florida Statutes, is amended to read:

325 1001.42 Powers and duties of district school board.--The  
326 district school board, acting as a board, shall exercise all  
327 powers and perform all duties listed below:

328 (16) IMPLEMENT SCHOOL IMPROVEMENT AND  
329 ACCOUNTABILITY.--Maintain a system of school improvement and  
330 education accountability as provided by statute and State Board  
331 of Education rule. This system of school improvement and  
332 education accountability shall be consistent with, and  
333 implemented through, the district's continuing system of  
334 planning and budgeting required by this section and ss.  
335 1008.385, 1010.01, and 1011.01. This system of school  
336 improvement and education accountability shall include, but is

337 not limited to, the following:

338 (a) School improvement plans.--Annually approve and  
 339 require implementation of a new, amended, or continuation school  
 340 improvement plan for each school in the district. A district  
 341 school board may establish a district school improvement plan  
 342 that includes all schools in the district operating for the  
 343 purpose of providing educational services to youth in Department  
 344 of Juvenile Justice programs. The school improvement plan shall  
 345 be designed to achieve the state education priorities under  
 346 ~~pursuant to~~ s. 1000.03(5) and student proficiency on the World  
 347 Class Education Sunshine State Standards under ~~pursuant to~~ s.  
 348 1003.41. Each plan shall address student achievement goals and  
 349 strategies based on state and school district proficiency  
 350 standards. The plan may also address issues relative to other  
 351 academic-related matters, as determined by district school board  
 352 policy, and shall include an accurate, data-based analysis of  
 353 student achievement and other school performance data. Beginning  
 354 with plans approved for implementation in the 2007-2008 school  
 355 year, each secondary school plan must include a redesign  
 356 component based on the principles established in s. 1003.413.  
 357 For each school in the district that earns a school grade of "C"  
 358 or below, or is required to have a school improvement plan under  
 359 federal law, the school improvement plan shall, at a minimum,  
 360 also include:

- 361 1. Professional development that supports enhanced and
- 362 differentiated instructional strategies to improve teaching and
- 363 learning.
- 364 2. Continuous use of disaggregated student achievement

365 data to determine effectiveness of instructional strategies.

366 3. Ongoing informal and formal assessments to monitor  
 367 individual student progress, including progress toward mastery  
 368 of the World Class Education ~~Sunshine State~~ Standards, and to  
 369 redesign instruction if needed.

370 4. Alternative instructional delivery methods to support  
 371 remediation, acceleration, and enrichment strategies.

372 Section 9. Section 1001.55, Florida Statutes, is created  
 373 to read:

374 1001.55 Site-based management.--A school district  
 375 receiving a designation for high performance from the State  
 376 Board of Education under part VI of chapter 1003 that is based,  
 377 at least in part, on school grades or district grades assigned  
 378 under s. 1008.34 shall submit to the state board and implement a  
 379 plan that gives the district's highest performing principals  
 380 significant decisionmaking and budgetary authority over their  
 381 respective schools. The school district shall annually audit,  
 382 monitor, and report to the state board on the implementation of  
 383 this section at each school site. The state board shall submit a  
 384 statewide annual report to the Governor, the President of the  
 385 Senate, and the Speaker of the House of Representatives on the  
 386 implementation of this section. The state board may adopt rules  
 387 under ss. 120.536(1) and 120.54 to administer this section.

388 Section 10. Paragraph (a) of subsection (6) and paragraph  
 389 (a) of subsection (7) of section 1002.33, Florida Statutes, are  
 390 amended to read:

391 1002.33 Charter schools.--

392 (6) APPLICATION PROCESS AND REVIEW.--Charter school

393 applications are subject to the following requirements:

394 (a) A person or entity wishing to open a charter school  
 395 shall prepare an application that:

396 1. Demonstrates how the school will use the guiding  
 397 principles and meet the statutorily defined purpose of a charter  
 398 school.

399 2. Provides a detailed curriculum plan that illustrates  
 400 how students will be provided services to attain the World Class  
 401 Education Sunshine State Standards.

402 3. Contains goals and objectives for improving student  
 403 learning and measuring that improvement. These goals and  
 404 objectives must indicate how much academic improvement students  
 405 are expected to show each year, how success will be evaluated,  
 406 and the specific results to be attained through instruction.

407 4. Describes the reading curriculum and differentiated  
 408 strategies that will be used for students reading at grade level  
 409 or higher and a separate curriculum and strategies for students  
 410 who are reading below grade level. A sponsor shall deny a  
 411 charter if the school does not propose a reading curriculum that  
 412 is consistent with effective teaching strategies that are  
 413 grounded in scientifically based reading research.

414 5. Contains an annual financial plan for each year  
 415 requested by the charter for operation of the school for up to 5  
 416 years. This plan must contain anticipated fund balances based on  
 417 revenue projections, a spending plan based on projected revenues  
 418 and expenses, and a description of controls that will safeguard  
 419 finances and projected enrollment trends.

420 (7) CHARTER.--The major issues involving the operation of

421 a charter school shall be considered in advance and written into  
422 the charter. The charter shall be signed by the governing body  
423 of the charter school and the sponsor, following a public  
424 hearing to ensure community input.

425 (a) The charter shall address, and criteria for approval  
426 of the charter shall be based on:

427 1. The school's mission, the students to be served, and  
428 the ages and grades to be included.

429 2. The focus of the curriculum, the instructional methods  
430 to be used, any distinctive instructional techniques to be  
431 employed, and identification and acquisition of appropriate  
432 technologies needed to improve educational and administrative  
433 performance which include a means for promoting safe, ethical,  
434 and appropriate uses of technology which comply with legal and  
435 professional standards. The charter shall ensure that reading is  
436 a primary focus of the curriculum and that resources are  
437 provided to identify and provide specialized instruction for  
438 students who are reading below grade level. The curriculum and  
439 instructional strategies for reading must be consistent with the  
440 World Class Education ~~Sunshine State~~ Standards and grounded in  
441 scientifically based reading research.

442 3. The current incoming baseline standard of student  
443 academic achievement, the outcomes to be achieved, and the  
444 method of measurement that will be used. The criteria listed in  
445 this subparagraph shall include a detailed description for each  
446 of the following:

447 a. How the baseline student academic achievement levels  
448 and prior rates of academic progress will be established.



449           b. How these baseline rates will be compared to rates of  
450 academic progress achieved by these same students while  
451 attending the charter school.

452           c. To the extent possible, how these rates of progress  
453 will be evaluated and compared with rates of progress of other  
454 closely comparable student populations.

455

456 The district school board is required to provide academic  
457 student performance data to charter schools for each of their  
458 students coming from the district school system, as well as  
459 rates of academic progress of comparable student populations in  
460 the district school system.

461           4. The methods used to identify the educational strengths  
462 and needs of students and how well educational goals and  
463 performance standards are met by students attending the charter  
464 school. Included in the methods is a means for the charter  
465 school to ensure accountability to its constituents by analyzing  
466 student performance data and by evaluating the effectiveness and  
467 efficiency of its major educational programs. Students in  
468 charter schools shall, at a minimum, participate in the  
469 statewide assessment program created under s. 1008.22.

470           5. In secondary charter schools, a method for determining  
471 that a student has satisfied the requirements for graduation in  
472 s. 1003.43.

473           6. A method for resolving conflicts between the governing  
474 body of the charter school and the sponsor.

475           7. The admissions procedures and dismissal procedures,  
476 including the school's code of student conduct.

477           8. The ways by which the school will achieve a  
478 racial/ethnic balance reflective of the community it serves or  
479 within the racial/ethnic range of other public schools in the  
480 same school district.

481           9. The financial and administrative management of the  
482 school, including a reasonable demonstration of the professional  
483 experience or competence of those individuals or organizations  
484 applying to operate the charter school or those hired or  
485 retained to perform such professional services and the  
486 description of clearly delineated responsibilities and the  
487 policies and practices needed to effectively manage the charter  
488 school. A description of internal audit procedures and  
489 establishment of controls to ensure that financial resources are  
490 properly managed must be included. Both public sector and  
491 private sector professional experience shall be equally valid in  
492 such a consideration.

493           10. The asset and liability projections required in the  
494 application which are incorporated into the charter and which  
495 shall be compared with information provided in the annual report  
496 of the charter school. The charter shall ensure that, if a  
497 charter school internal audit or annual financial audit reveals  
498 a state of financial emergency as defined in s. 218.503 or  
499 deficit financial position, the auditors are required to notify  
500 the charter school governing board, the sponsor, and the  
501 Department of Education. The internal auditor shall report such  
502 findings in the form of an exit interview to the principal or  
503 the principal administrator of the charter school and the chair  
504 of the governing board within 7 working days after finding the

505 state of financial emergency or deficit position. A final report  
506 shall be provided to the entire governing board, the sponsor,  
507 and the Department of Education within 14 working days after the  
508 exit interview. When a charter school is in a state of financial  
509 emergency, the charter school shall file a detailed financial  
510 recovery plan with the sponsor. The department, with the  
511 involvement of both sponsors and charter schools, shall  
512 establish guidelines for developing such plans.

513 11. A description of procedures that identify various  
514 risks and provide for a comprehensive approach to reduce the  
515 impact of losses; plans to ensure the safety and security of  
516 students and staff; plans to identify, minimize, and protect  
517 others from violent or disruptive student behavior; and the  
518 manner in which the school will be insured, including whether or  
519 not the school will be required to have liability insurance,  
520 and, if so, the terms and conditions thereof and the amounts of  
521 coverage.

522 12. The term of the charter which shall provide for  
523 cancellation of the charter if insufficient progress has been  
524 made in attaining the student achievement objectives of the  
525 charter and if it is not likely that such objectives can be  
526 achieved before expiration of the charter. The initial term of a  
527 charter shall be for 4 or 5 years. In order to facilitate access  
528 to long-term financial resources for charter school  
529 construction, charter schools that are operated by a  
530 municipality or other public entity as provided by law are  
531 eligible for up to a 15-year charter, subject to approval by the  
532 district school board. A charter lab school is eligible for a

533 charter for a term of up to 15 years. In addition, to facilitate  
534 access to long-term financial resources for charter school  
535 construction, charter schools that are operated by a private,  
536 not-for-profit, s. 501(c)(3) status corporation are eligible for  
537 up to a 15-year charter, subject to approval by the district  
538 school board. Such long-term charters remain subject to annual  
539 review and may be terminated during the term of the charter, but  
540 only according to the provisions set forth in subsection (8).

541 13. The facilities to be used and their location.

542 14. The qualifications to be required of the teachers and  
543 the potential strategies used to recruit, hire, train, and  
544 retain qualified staff to achieve best value.

545 15. The governance structure of the school, including the  
546 status of the charter school as a public or private employer as  
547 required in paragraph (12)(i).

548 16. A timetable for implementing the charter which  
549 addresses the implementation of each element thereof and the  
550 date by which the charter shall be awarded in order to meet this  
551 timetable.

552 17. In the case of an existing public school being  
553 converted to charter status, alternative arrangements for  
554 current students who choose not to attend the charter school and  
555 for current teachers who choose not to teach in the charter  
556 school after conversion in accordance with the existing  
557 collective bargaining agreement or district school board rule in  
558 the absence of a collective bargaining agreement. However,  
559 alternative arrangements shall not be required for current  
560 teachers who choose not to teach in a charter lab school, except

561 as authorized by the employment policies of the state university  
 562 which grants the charter to the lab school.

563 Section 11. Paragraph (b) of subsection (2) of section  
 564 1002.415, Florida Statutes, is amended to read:

565 1002.415 K-8 Virtual School Program.--Subject to annual  
 566 legislative appropriation, a kindergarten through grade 8  
 567 virtual school program is established within the Department of  
 568 Education for the purpose of making academic instruction  
 569 available to full-time students in kindergarten through grade 8  
 570 using on-line and distance learning technology. The department  
 571 shall use an application process to select schools to deliver  
 572 program instruction.

573 (2) APPLICATION.--

574 (b) In addition to a completed application form, each  
 575 applicant must provide the department with:

576 1. A detailed plan describing how the school curriculum  
 577 and course content will conform to the World Class Education  
 578 ~~Sunshine State~~ Standards; and

579 2. An annual financial plan for each year of operation of  
 580 the school for a minimum of 3 years. The plan must contain  
 581 anticipated fund balances based on revenue projections, a  
 582 spending plan based on projected revenues and expenses, and a  
 583 description of controls that will safeguard finances and  
 584 projected enrollment trends.

585 Section 12. Section 1003.41, Florida Statutes, is amended  
 586 to read:

587 1003.41 World Class Education ~~Sunshine State~~  
 588 Standards.--Public K-12 educational instruction in Florida is

589 based on the World Class Education Standards as defined in s.  
 590 1001.03(1). The ~~"Sunshine State Standards."~~ These standards are  
 591 ~~have been~~ adopted by the State Board of Education and delineate  
 592 the academic achievement of students, for which the state holds  
 593 ~~will hold~~ schools accountable, in each K-12 grade level grades  
 594 ~~K-2, 3-5, 6-8, and 9-12~~ in, at a minimum, the subject areas  
 595 subjects of language arts, reading, and writing; mathematics;  
 596 science; social studies, including geography and economics,  
 597 with an emphasis on history, government, civics, and United  
 598 States patriotism and national sovereignty; visual and  
 599 performing the arts; health and physical education; ~~and~~  
 600 foreign languages; and computer literacy. The World Class  
 601 Education Standards must be content oriented and knowledge based  
 602 and must They include problem-solving and higher order skills as  
 603 described in s. 1001.03(1) ~~standards in reading, writing,~~  
 604 ~~history, government, geography, economics, and computer~~  
 605 ~~literacy.~~

606 Section 13. Paragraph (a) of subsection (2), subsection  
 607 (7), and paragraph (a) of subsection (8) of section 1003.428,  
 608 Florida Statutes, are amended to read:

609 1003.428 General requirements for high school graduation;  
 610 revised.--

611 (2) The 24 credits may be earned through applied,  
 612 integrated, and combined courses approved by the Department of  
 613 Education and shall be distributed as follows:

614 (a) Sixteen core curriculum credits:

615 1. Four credits in English, with major concentration in  
 616 composition, reading for information, and literature.

617           2. Four credits in mathematics, one of which must be  
618 Algebra I, a series of courses equivalent to Algebra I, or a  
619 higher-level mathematics course. School districts are encouraged  
620 to set specific goals to increase enrollments in, and successful  
621 completion of, geometry and Algebra II.

622           3. Three credits in science, two of which must have a  
623 laboratory component.

624           4. Three credits in social studies as follows: one credit  
625 in American history; one credit in world history; one-half  
626 credit in economics; and one-half credit in American government.

627           5. One credit in visual or performing ~~fine~~ arts, which may  
628 include speech and debate.

629           6. One credit in physical education to include integration  
630 of health.

631           (7) (a) A student who meets all requirements prescribed in  
632 subsections (1), (2), (3), and (4) shall be awarded a standard  
633 diploma in a form prescribed by the State Board of Education.

634           (b) The standard diploma awarded to a student, and the  
635 student's high school academic transcript, shall include a  
636 notation of distinguished honors if the student earns a score  
637 demonstrating superior academic achievement, as determined by  
638 the Commissioner of Education, on the grade 10 Florida  
639 Comprehensive Assessment Test. By the beginning of the 2008-2009  
640 school year, the commissioner shall widely publicize and  
641 disseminate information about the distinguished-honors notation,  
642 including notice to district superintendents, school principals,  
643 teachers, guidance counselors, parents, and students of the  
644 scores required to earn distinguished honors. The commissioner

645 shall also publish the information on the department's Internet  
 646 website.

647 (c)~~(b)~~ A student who completes the minimum number of  
 648 credits and other requirements prescribed by subsections (1),  
 649 (2), and (3), but who is unable to meet the standards of  
 650 paragraph (4) (b), paragraph (4) (c), or paragraph (4) (d), shall  
 651 be awarded a certificate of completion in a form prescribed by  
 652 the State Board of Education. However, any student who is  
 653 otherwise entitled to a certificate of completion may elect to  
 654 remain in the secondary school either as a full-time student or  
 655 a part-time student for up to 1 additional year and receive  
 656 special instruction designed to remedy his or her identified  
 657 deficiencies.

658 (8) (a) Each district school board must provide instruction  
 659 to prepare students with disabilities to demonstrate proficiency  
 660 in the content knowledge and skills ~~and competencies~~ necessary  
 661 for successful grade-to-grade progression and high school  
 662 graduation.

663 Section 14. Paragraph (a) of subsection (11) of section  
 664 1003.43, Florida Statutes, is amended to read:

665 1003.43 General requirements for high school graduation.--

666 (11) (a) Each district school board must provide  
 667 instruction to prepare students with disabilities to demonstrate  
 668 proficiency in the content knowledge and skills ~~and competencies~~  
 669 necessary for successful grade-to-grade progression and high  
 670 school graduation.

671 Section 15. Section 1003.451, Florida Statutes, is created  
 672 to read:



673 1003.451 World-language curricula.--

674 (1) It is the intent of the Legislature that the state  
675 move toward the goal of establishing world-language curricula  
676 that begins in elementary school and continues through the  
677 middle and high school grades.

678 (2) The State Board of Education shall:

679 (a) Encourage school districts to expand foreign-language  
680 course offerings to include world languages commonly spoken in  
681 nations actively engaged in international commerce in order to  
682 prepare Florida's students to effectively engage, communicate,  
683 and compete in a global economy;

684 (b) Establish content standards for world languages as  
685 part of the World Class Education Standards for foreign  
686 languages;

687 (c) Encourage school districts to offer world-language  
688 instruction to students in elementary school; and

689 (d) Provide flexibility in foreign-language teacher  
690 certification so that Florida schools may benefit from  
691 instruction offered by Floridians who are fluent in world  
692 languages and are available to provide such instruction.

693 (3) By December 1, 2007, each district school board and  
694 each school in the K-8 Virtual School Program shall develop and  
695 submit to the Commissioner of Education a plan for articulated  
696 world-language curricula beginning by grade 4 for elementary  
697 school students performing at or above grade level. The plan may  
698 include the use of video conferencing, technology devices with  
699 digital content, or on-line technology.

700 (4) Notwithstanding chapter 1006, instructional materials

701 used to implement elementary school world-language curricula may  
 702 include technology devices with digital content and on-line  
 703 content. The Commissioner of Education shall prescribe uniform  
 704 standards for technologies that facilitate the sharing of  
 705 content among school districts. District school boards may use  
 706 up to 10 percent of instructional materials funds available for  
 707 the purchase of materials not on the state-adopted list for  
 708 purposes of this subsection.

709 Section 16. Section 1003.59, Florida Statutes, is created  
 710 to read:

711 1003.59 Accelerated learning opportunities for  
 712 academically talented students.--

713 (1) By December 31, 2007, the State Board of Education  
 714 shall adopt a model policy for the accelerated learning of  
 715 academically talented students in grades K-12, regardless of  
 716 whether the students are classified as gifted. The model policy  
 717 shall address, but not be limited to, whole-grade acceleration,  
 718 continuous progress exceeding chronological-age peers, subject-  
 719 matter acceleration, virtual-education acceleration, and early  
 720 postsecondary enrollment. The model policy shall include a plan  
 721 for:

722 (a) Providing teachers and guidance counselors with  
 723 professional training that addresses effective implementation of  
 724 the policy, strategies for identifying gifted and academically  
 725 talented students in the elementary grades, and methods for  
 726 placing the students in accelerated programming that allows them  
 727 to work at suitably challenging academic levels; and

728 (b) Assisting school district interactions with students

729 and parents to help guide them in making the most appropriate  
730 choice for each student.

731 (2) Each district school board shall implement an  
732 academically talented student acceleration policy beginning with  
733 the 2008-2009 school year. The school board shall widely  
734 publicize and disseminate the policy so that teachers, students,  
735 and parents are aware of accelerated-learning opportunities. The  
736 school board shall submit the policy to the Department of  
737 Education and publish the policy on the school district's  
738 Internet website.

739 (3) By December 31, 2009, and by December 31 of each year  
740 thereafter, the Department of Education shall submit a report to  
741 the Governor, the President of the Senate, and the Speaker of  
742 the House of Representatives on academically talented student  
743 acceleration and gifted programs in each school district. The  
744 report shall include information concerning district  
745 implementation strategies and student achievement gains and  
746 provide a comparison of district performance.

747 Section 17. Paragraph (b) of subsection (2), paragraph (b)  
748 of subsection (3), paragraph (e) of subsection (5), and  
749 paragraph (c) of subsection (6) of section 1004.04, Florida  
750 Statutes, are amended to read:

751 1004.04 Public accountability and state approval for  
752 teacher preparation programs.--

753 (2) UNIFORM CORE CURRICULA.--

754 (b) The rules to establish uniform core curricula for each  
755 state-approved teacher preparation program must include, but are  
756 not limited to, a State Board of Education identified foundation

757 in scientifically researched, knowledge-based reading literacy  
758 and computational skills acquisition; classroom management;  
759 school safety; professional ethics; educational law; human  
760 development and learning; and understanding of the World Class  
761 Education Sunshine State Standards content measured by state  
762 achievement tests, reading and interpretation of data, and use  
763 of data to improve student achievement.

764 (3) DEVELOPMENT OF TEACHER PREPARATION PROGRAMS.--A system  
765 developed by the Department of Education in collaboration with  
766 postsecondary educational institutions shall assist departments  
767 and colleges of education in the restructuring of their programs  
768 in accordance with this section to meet the need for producing  
769 quality teachers now and in the future.

770 (b) Departments and colleges of education shall emphasize  
771 the state system of school improvement and education  
772 accountability concepts and standards, including the World Class  
773 Education Sunshine State Standards.

774 (5) CONTINUED PROGRAM APPROVAL.--Notwithstanding  
775 subsection (4), failure by a public or nonpublic teacher  
776 preparation program to meet the criteria for continued program  
777 approval shall result in loss of program approval. The  
778 Department of Education, in collaboration with the departments  
779 and colleges of education, shall develop procedures for  
780 continued program approval that document the continuous  
781 improvement of program processes and graduates' performance.

782 (e) Continued approval of teacher preparation programs is  
783 contingent upon compliance with the student admission  
784 requirements of subsection (4) and upon the receipt of at least

785 a satisfactory rating from public schools and private schools  
786 that employ graduates of the program. Each teacher preparation  
787 program shall guarantee the high quality of its graduates during  
788 the first 2 years immediately following graduation from the  
789 program or following initial certification, whichever occurs  
790 first. Any educator in a Florida school who fails to demonstrate  
791 the essential skills specified in subparagraphs 1.-5. shall be  
792 provided additional training by the teacher preparation program  
793 at no expense to the educator or the employer. Such training  
794 must consist of an individualized plan agreed upon by the school  
795 district and the postsecondary educational institution that  
796 includes specific learning outcomes. The postsecondary  
797 educational institution assumes no responsibility for the  
798 educator's employment contract with the employer. Employer  
799 satisfaction shall be determined by an annually administered  
800 survey instrument approved by the Department of Education that,  
801 at a minimum, must include employer satisfaction of the  
802 graduates' ability to do the following:

- 803 1. Write and speak in a logical and understandable style  
804 with appropriate grammar.
- 805 2. Recognize signs of students' difficulty with the  
806 reading and computational process and apply appropriate measures  
807 to improve students' reading and computational performance.
- 808 3. Use and integrate appropriate technology in teaching  
809 and learning processes.
- 810 4. Demonstrate knowledge and understanding of the World  
811 Class Education ~~Sunshine State~~ Standards.
- 812 5. Maintain an orderly and disciplined classroom conducive

813 to student learning.

814 (6) PRESERVICE FIELD EXPERIENCE.--All postsecondary  
 815 instructors, school district personnel and instructional  
 816 personnel, and school sites preparing instructional personnel  
 817 through preservice field experience courses and internships  
 818 shall meet special requirements. District school boards are  
 819 authorized to pay student teachers during their internships.

820 (c) Preservice field experience programs must provide  
 821 specific guidance and demonstration of effective classroom  
 822 management strategies, strategies for incorporating technology  
 823 into classroom instruction, strategies for incorporating  
 824 scientifically researched, knowledge-based reading literacy and  
 825 computational skills acquisition into classroom instruction, and  
 826 ways to link instructional plans to the World Class Education  
 827 ~~Sunshine State~~ Standards, as appropriate. The length of  
 828 structured field experiences may be extended to ensure that  
 829 candidates achieve the competencies needed to meet certification  
 830 requirements.

831 Section 18. Paragraph (c) of subsection (6) of section  
 832 1007.35, Florida Statutes, is amended to read:

833 1007.35 Florida Partnership for Minority and  
 834 Underrepresented Student Achievement.--

835 (6) The partnership shall:

836 (c) Provide teacher training and materials that are  
 837 aligned with the World Class Education ~~Sunshine State~~ Standards  
 838 and are consistent with best theory and practice regarding  
 839 multiple learning styles and research on learning, instructional  
 840 strategies, instructional design, and classroom assessment.

841 Curriculum materials must be based on current, accepted, and  
842 essential academic knowledge. Materials for prerequisite courses  
843 should, at a minimum, address the skills assessed on the Florida  
844 Comprehensive Assessment Test (FCAT).

845 Section 19. Paragraph (a) of subsection (1), paragraphs  
846 (a) and (c) of subsection (3), and subsection (4) of section  
847 1008.22, Florida Statutes, are amended to read:

848 1008.22 Student assessment program for public schools.--

849 (1) PURPOSE.--The primary purposes of the student  
850 assessment program are to provide information needed to improve  
851 the public schools by enhancing the learning gains of all  
852 students and to inform parents of the educational progress of  
853 their public school children. The program must be designed to:

854 (a) Assess the annual learning gains of each student  
855 toward achieving the World Class Education ~~Sunshine State~~  
856 Standards appropriate for the student's grade level.

857 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall  
858 design and implement a statewide program of educational  
859 assessment that provides information for the improvement of the  
860 operation and management of the public schools, including  
861 schools operating for the purpose of providing educational  
862 services to youth in Department of Juvenile Justice programs.  
863 The commissioner may enter into contracts for the continued  
864 administration of the assessment, testing, and evaluation  
865 programs authorized and funded by the Legislature. Contracts may  
866 be initiated in 1 fiscal year and continue into the next and may  
867 be paid from the appropriations of either or both fiscal years.  
868 The commissioner is authorized to negotiate for the sale or

869 lease of tests, scoring protocols, test scoring services, and  
870 related materials developed pursuant to law. Pursuant to the  
871 statewide assessment program, the commissioner shall:

872 (a) Submit to the State Board of Education for approval  
873 the content knowledge and a list that specifies student skills  
874 expected of a student by and competencies to which the goals for  
875 education specified in the state plan apply, including, but not  
876 limited to, reading, writing, science, and mathematics. The  
877 skills and competencies must include problem solving and higher-  
878 order skills as appropriate and shall be known as the World  
879 Class Education Sunshine State Standards as defined in s.  
880 1000.21. The commissioner shall select such skills and  
881 competencies after receiving recommendations from educators,  
882 citizens, and members of the business community. The  
883 commissioner shall submit to the State Board of Education  
884 revisions to the list of student skills and competencies in  
885 order to maintain continuous progress toward improvements in  
886 student proficiency.

887 (c) Develop and implement a student achievement testing  
888 program known as the Florida Comprehensive Assessment Test  
889 (FCAT) as part of the statewide assessment program to measure  
890 reading; writing; science; social studies, with an emphasis on  
891 history, government, civics, and United States patriotism and  
892 national sovereignty; and mathematics. Other content areas may  
893 be included as directed by the commissioner. The assessment of  
894 reading and mathematics shall be administered annually in grades  
895 3 through 10. The assessment of writing, and science, and,  
896 beginning by the 2012-2013 school year, social studies, shall be



897 administered at least once at the elementary, middle, and high  
898 school levels. The content knowledge and skills assessed by the  
899 FCAT must be aligned to the content knowledge and skills  
900 expected of a student by the World Class Education Standards. As  
901 the Sunshine State Standards are replaced by the World Class  
902 Education Standards under s. 1001.03(1), the commissioner, to  
903 the maximum extent practicable, shall expedite revision of the  
904 FCAT for alignment to the standards. The commissioner shall  
905 report any barriers to expedited alignment to the State Board of  
906 Education, the Governor, the President of the Senate, and the  
907 Speaker of the House of Representatives. The state board shall  
908 consider the use of other validated assessments, including, but  
909 not limited to, assessments administered by other states, to  
910 expedite alignment of the FCAT to the World Class Education  
911 Standards. The commissioner must document the procedures used to  
912 ensure that the versions of the FCAT which are taken by students  
913 retaking the grade 10 FCAT are equally as challenging and  
914 difficult as the tests taken by students in grade 10 which  
915 contain performance tasks. The testing program must be designed  
916 so that:

917 1. The tests measure student content knowledge and skills  
918 ~~and competencies~~ adopted by the State Board of Education as  
919 specified in paragraph (a). The tests must measure and report  
920 student proficiency levels of all students assessed in reading;;  
921 writing;; mathematics;; ~~and science;~~ and social studies, with an  
922 emphasis on history, government, civics, and United States  
923 patriotism and national sovereignty. The commissioner shall  
924 provide for the tests to be developed or obtained, as

925 appropriate, through contracts and project agreements with  
926 private vendors, public vendors, public agencies, postsecondary  
927 educational institutions, or school districts. The commissioner  
928 shall obtain input for ~~with respect to~~ the design and  
929 implementation of the testing program from state educators,  
930 assistive technology experts, and the public.

931 2. The testing program will include a combination of norm-  
932 referenced and criterion-referenced tests and include, to the  
933 extent determined by the commissioner, questions that require  
934 the student to produce information or perform tasks in ~~such a~~  
935 manner in which the content knowledge and ~~way that the skills~~  
936 used by the student ~~and competencies he or she uses~~ can be  
937 measured.

938 3. Each testing program, whether at the elementary,  
939 middle, or high school level, includes a test of writing in  
940 which students are required to produce writings that are then  
941 scored by appropriate and timely methods.

942 4. A score is designated for each subject area tested,  
943 below which score a student's performance is deemed inadequate.  
944 The school districts shall provide appropriate remedial  
945 instruction to students who score below these levels.

946 5. Except as provided in s. 1003.428(8)(b) or s.  
947 1003.43(11)(b), students must earn a passing score on the grade  
948 10 assessment test described in this paragraph or attain  
949 concordant scores as described in subsection (9) in reading,  
950 writing, and mathematics to qualify for a standard high school  
951 diploma. The State Board of Education shall designate a passing  
952 score for each part of the grade 10 assessment test. In

953 establishing passing scores, the state board shall consider any  
954 possible negative impact of the test on minority students. The  
955 State Board of Education shall adopt rules which specify the  
956 passing scores for the grade 10 FCAT. Any such rules, which have  
957 the effect of raising the required passing scores, shall only  
958 apply to students taking the grade 10 FCAT for the first time  
959 after such rules are adopted by the State Board of Education.

960 6. Participation in the testing program is mandatory for  
961 all students attending public school, including students served  
962 in Department of Juvenile Justice programs, except as otherwise  
963 prescribed by the commissioner. If a student does not  
964 participate in the statewide assessment, the district must  
965 notify the student's parent and provide the parent with  
966 information regarding the implications of such nonparticipation.  
967 A parent must provide signed consent for a student to receive  
968 classroom instructional accommodations that would not be  
969 available or permitted on the statewide assessments and must  
970 acknowledge in writing that he or she understands the  
971 implications of such instructional accommodations. The State  
972 Board of Education shall adopt rules, based upon recommendations  
973 of the commissioner, for the provision of test accommodations  
974 for students in exceptional education programs and for students  
975 who have limited English proficiency. Accommodations that negate  
976 the validity of a statewide assessment are not allowable in the  
977 administration of the FCAT. However, instructional  
978 accommodations are allowable in the classroom if included in a  
979 student's individual education plan. Students using  
980 instructional accommodations in the classroom that are not

981 allowable as accommodations on the FCAT may have the FCAT  
982 requirement waived under ~~pursuant to the requirements of~~ s.  
983 1003.428(8)(b) or s. 1003.43(11)(b).

984 7. A student seeking an adult high school diploma must  
985 meet the same testing requirements that a regular high school  
986 student must meet.

987 8. District school boards must provide instruction to  
988 prepare students to demonstrate proficiency in the content  
989 knowledge and skills ~~and competencies~~ necessary for successful  
990 grade-to-grade progression and high school graduation. If a  
991 student is provided with instructional accommodations in the  
992 classroom that are not allowable as accommodations in the  
993 statewide assessment program, as described in the test manuals,  
994 the district must inform the parent in writing and must provide  
995 the parent with information regarding the impact on the  
996 student's ability to meet expected proficiency levels in  
997 reading, writing, mathematics, science, and social studies ~~math~~.  
998 The commissioner shall conduct studies as necessary to verify  
999 that the required content knowledge and skills ~~and competencies~~  
1000 are part of the district instructional programs.

1001 9. District school boards must provide opportunities for  
1002 students to demonstrate an acceptable level of performance on an  
1003 alternative standardized assessment approved by the State Board  
1004 of Education following enrollment in summer academies.

1005 10. The Department of Education must develop, or select,  
1006 and implement a common battery of assessment tools that will be  
1007 used in all juvenile justice programs in the state. These tools  
1008 must accurately measure the content knowledge and skills ~~and~~

1009 ~~competencies~~ established in the World Class Education Sunshine  
 1010 ~~State~~ Standards.

1011 11. For students seeking a special diploma under pursuant  
 1012 ~~to~~ s. 1003.438, the Department of Education must develop or  
 1013 select and implement an alternate assessment tool that  
 1014 accurately measures the content knowledge and skills and  
 1015 ~~competencies~~ established in the World Class Education Sunshine  
 1016 ~~State~~ Standards for students with disabilities under s.  
 1017 1003.438.

1018 12. The commissioner shall establish a testing schedule  
 1019 that provides for administration of the FCAT as close to the end  
 1020 of the school year as practicable while reporting test scores  
 1021 before the end of the school year. The commissioner shall  
 1022 consider computer-based testing and other strategies for  
 1023 reducing the time for reporting test results. Beginning with the  
 1024 2009-2010 school year, the FCAT Writing assessment may not be  
 1025 administered before March 1 and the other FCAT assessments may  
 1026 not be administered before April 15.

1027 13. A student earns the designation of "proficient" in a  
 1028 subject area for a grade level if the student earns a score on  
 1029 the FCAT that demonstrates proficiency in the subject area for  
 1030 that grade level. The commissioner shall determine scores  
 1031 demonstrating proficiency in each subject area and grade level  
 1032 of the FCAT. The commissioner's determination shall limit the  
 1033 proficiency designation to scores earned by the highest  
 1034 performing students.

1035  
 1036 The commissioner may, based on collaboration and input from

1037 school districts, design and implement student testing programs,  
1038 for any grade level and subject area, necessary to effectively  
1039 monitor educational achievement in the state, including the  
1040 measurement of educational achievement of the World Class  
1041 Education Sunshine State Standards for students with  
1042 disabilities. Development and refinement of assessments shall  
1043 include universal design principles and accessibility standards  
1044 that will prevent any unintended obstacles for students with  
1045 disabilities while ensuring the validity and reliability of the  
1046 test. These principles should be applicable to all technology  
1047 platforms and assistive devices available for the assessments.  
1048 The field testing process and psychometric analyses for the  
1049 statewide assessment program must include an appropriate  
1050 percentage of students with disabilities and an evaluation or  
1051 determination of the effect of test items on such students.

1052 (4) DISTRICT TESTING PROGRAMS.--Each district school board  
1053 shall periodically assess student performance and achievement  
1054 within each school of the district. The assessment programs must  
1055 be based upon local goals and objectives that are compatible  
1056 with the state plan for education and that supplement the  
1057 content knowledge and skills ~~and competencies~~ adopted by the  
1058 State Board of Education. All school districts must participate  
1059 in the statewide assessment program designed to measure annual  
1060 student learning and school performance. All district school  
1061 boards shall report assessment results as required by the state  
1062 management information system.

1063 Section 20. Section 1008.222, Florida Statutes, is created  
1064 to read:

1065 1008.222 End-of-course examinations.--

1066 (1) It is the intent of the Legislature that effective  
1067 assessment measures be developed and implemented for subject  
1068 areas that are not included within the statewide assessment  
1069 system under s. 1008.22 or included as acceptable examinations  
1070 as provided in section 2 of chapter 2007-3, Laws of Florida.

1071 (2) As used in this section, the term "end-of-course  
1072 examination" means a locally developed, state-developed, or  
1073 nationally developed comprehensive examination based on the  
1074 instructional content of a complete semester or year-long  
1075 course. Comprehensive end-of-course examinations must be aligned  
1076 to the most currently adopted state standards and must account  
1077 for at least 15 percent of a student's grade. Comprehensive end-  
1078 of-course examinations must provide for at least 50 percent of  
1079 the student assessment to be based on extended written  
1080 responses, application or performance of content skills, and  
1081 measures of critical thinking.

1082 (3) The Department of Education shall disseminate to all  
1083 school districts information regarding the most effective  
1084 practices in the development and administration of locally  
1085 developed, state-developed, and nationally developed  
1086 comprehensive end-of-course examinations as described in this  
1087 section. This information must be provided to school districts  
1088 in an electronic format by July 1, 2008, and must be updated a  
1089 minimum of twice annually.

1090 (4) Beginning with the 2008-2009 school year, school  
1091 districts that administer end-of-course examinations for merit  
1092 award programs under s. 1012.225 must comply with this section.

1093           Section 21. Subsection (1), paragraph (b) of subsection  
1094 (2), paragraphs (a) and (c) of subsection (4), paragraph (b) of  
1095 subsection (6), paragraph (b) of subsection (7), and paragraph  
1096 (a) of subsection (8) of section 1008.25, Florida Statutes, are  
1097 amended to read:

1098           1008.25 Public school student progression; remedial  
1099 instruction; reporting requirements.--

1100           (1) INTENT.--It is the intent of the Legislature that each  
1101 student's progression from one grade to another be determined,  
1102 in part, upon proficiency in reading, writing, science, social  
1103 studies, and mathematics; that district school board policies  
1104 facilitate such proficiency; and that each student and his or  
1105 her parent be informed of that student's academic progress.

1106           (2) COMPREHENSIVE PROGRAM.--Each district school board  
1107 shall establish a comprehensive program for student progression  
1108 which must include:

1109           (b) Specific levels of performance in reading, writing,  
1110 science, social studies, and mathematics for each grade level,  
1111 including the levels of performance on statewide assessments as  
1112 defined by the commissioner, below which a student must receive  
1113 remediation, or be retained within an intensive program that is  
1114 different from the previous year's program and that takes into  
1115 account the student's learning style.

1116           (4) ASSESSMENT AND REMEDIATION.--

1117           (a) Each student must participate in the statewide  
1118 assessment tests required by s. 1008.22. Each student who does  
1119 not meet specific levels of performance as determined by the  
1120 district school board in reading, writing, science, social



1121 studies, and mathematics for each grade level, or who scores  
1122 below Level 3 in reading or math, must be provided with  
1123 additional diagnostic assessments to determine the nature of the  
1124 student's difficulty, the areas of academic need, and strategies  
1125 for appropriate intervention and instruction as described in  
1126 paragraph (b).

1127 (c) Upon subsequent evaluation, if the documented  
1128 deficiency has not been remediated, the student may be retained.  
1129 Each student who does not meet the minimum performance  
1130 expectations defined by the Commissioner of Education for the  
1131 statewide assessment tests in reading, writing, science, social  
1132 studies, and mathematics must continue to be provided with  
1133 remedial or supplemental instruction until the expectations are  
1134 met or the student graduates from high school or is not subject  
1135 to compulsory school attendance.

1136 (6) ELIMINATION OF SOCIAL PROMOTION.--

1137 (b) The district school board may only exempt students  
1138 from mandatory retention, as provided in paragraph (5)(b), for  
1139 good cause. Good cause exemptions shall be limited to the  
1140 following:

1141 1. Limited English proficient students who have had less  
1142 than 2 years of instruction in an English for Speakers of Other  
1143 Languages program.

1144 2. Students with disabilities whose individual education  
1145 plan indicates that participation in the statewide assessment  
1146 program is not appropriate, consistent with the requirements of  
1147 State Board of Education rule.

1148 3. Students who demonstrate an acceptable level of

1149 performance on an alternative standardized reading assessment  
 1150 approved by the State Board of Education.

1151 4. Students who demonstrate, through a student portfolio,  
 1152 that the student is reading on grade level as evidenced by  
 1153 demonstration of mastery of the World Class Education Sunshine  
 1154 ~~State~~ Standards in reading equal to at least a Level 2  
 1155 performance on the FCAT.

1156 5. Students with disabilities who participate in the FCAT  
 1157 and who have an individual education plan or a Section 504 plan  
 1158 that reflects that the student has received intensive  
 1159 remediation in reading for more than 2 years but still  
 1160 demonstrates a deficiency in reading and was previously retained  
 1161 in kindergarten, grade 1, grade 2, or grade 3.

1162 6. Students who have received intensive remediation in  
 1163 reading for 2 or more years but still demonstrate a deficiency  
 1164 in reading and who were previously retained in kindergarten,  
 1165 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive  
 1166 reading instruction for students so promoted must include an  
 1167 altered instructional day that includes specialized diagnostic  
 1168 information and specific reading strategies for each student.  
 1169 The district school board shall assist schools and teachers to  
 1170 implement reading strategies that research has shown to be  
 1171 successful in improving reading among low-performing readers.

1172 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

1173 (b) Beginning with the 2004-2005 school year, each school  
 1174 district shall:

1175 1. Conduct a review of student progress monitoring plans  
 1176 for all students who did not score above Level 1 on the reading

1177 | portion of the FCAT and did not meet the criteria for one of the  
1178 | good cause exemptions in paragraph (6)(b). The review shall  
1179 | address additional supports and services, as described in this  
1180 | subsection, needed to remediate the identified areas of reading  
1181 | deficiency. The school district shall require a student  
1182 | portfolio to be completed for each such student.

1183 |         2. Provide students who are retained under the provisions  
1184 | of paragraph (5)(b) with intensive instructional services and  
1185 | supports to remediate the identified areas of reading  
1186 | deficiency, including a minimum of 90 minutes of daily,  
1187 | uninterrupted, scientifically research-based reading instruction  
1188 | and other strategies prescribed by the school district, which  
1189 | may include, but are not limited to:

- 1190 |             a. Small group instruction.  
1191 |             b. Reduced teacher-student ratios.  
1192 |             c. More frequent progress monitoring.  
1193 |             d. Tutoring or mentoring.  
1194 |             e. Transition classes containing 3rd and 4th grade  
1195 | students.  
1196 |             f. Extended school day, week, or year.  
1197 |             g. Summer reading camps.

1198 |         3. Provide written notification to the parent of any  
1199 | student who is retained under the provisions of paragraph (5)(b)  
1200 | that his or her child has not met the proficiency level required  
1201 | for promotion and the reasons the child is not eligible for a  
1202 | good cause exemption as provided in paragraph (6)(b). The  
1203 | notification must comply with the provisions of s. 1002.20(15)  
1204 | and must include a description of proposed interventions and

1205 supports that will be provided to the child to remediate the  
1206 identified areas of reading deficiency.

1207 4. Implement a policy for the midyear promotion of any  
1208 student retained under the provisions of paragraph (5) (b) who  
1209 can demonstrate that he or she is a successful and independent  
1210 reader, reading at or above grade level, and ready to be  
1211 promoted to grade 4. Tools that school districts may use in  
1212 reevaluating any student retained may include subsequent  
1213 assessments, alternative assessments, and portfolio reviews, in  
1214 accordance with rules of the State Board of Education. Students  
1215 promoted during the school year after November 1 must  
1216 demonstrate proficiency above that required to score at Level 2  
1217 on the grade 3 FCAT, as determined by the State Board of  
1218 Education. The State Board of Education shall adopt standards  
1219 that provide a reasonable expectation that the student's  
1220 progress is sufficient to master appropriate 4th grade level  
1221 reading skills.

1222 5. Provide students who are retained under the provisions  
1223 of paragraph (5) (b) with a high-performing teacher as determined  
1224 by student performance data and above-satisfactory performance  
1225 appraisals.

1226 6. In addition to required reading enhancement and  
1227 acceleration strategies, provide parents of students to be  
1228 retained with at least one of the following instructional  
1229 options:

1230 a. Supplemental tutoring in scientifically research-based  
1231 reading services in addition to the regular reading block,  
1232 including tutoring before and/or after school.

1233           b. A "Read at Home" plan outlined in a parental contract,  
 1234 including participation in "Families Building Better Readers  
 1235 Workshops" and regular parent-guided home reading.

1236           c. A mentor or tutor with specialized reading training.

1237           7. Establish a Reading Enhancement and Acceleration  
 1238 Development (READ) Initiative. The focus of the READ Initiative  
 1239 shall be to prevent the retention of grade 3 students and to  
 1240 offer intensive accelerated reading instruction to grade 3  
 1241 students who failed to meet standards for promotion to grade 4  
 1242 and to each K-3 student who is assessed as exhibiting a reading  
 1243 deficiency. The READ Initiative shall:

1244           a. Be provided to all K-3 students at risk of retention as  
 1245 identified by the statewide assessment system used in Reading  
 1246 First schools. The assessment must measure phonemic awareness,  
 1247 phonics, fluency, vocabulary, and comprehension.

1248           b. Be provided during regular school hours in addition to  
 1249 the regular reading instruction.

1250           c. Provide a state-identified reading curriculum that has  
 1251 been reviewed by the Florida Center for Reading Research at  
 1252 Florida State University and meets, at a minimum, the following  
 1253 specifications:

1254           (I) Assists students assessed as exhibiting a reading  
 1255 deficiency in developing the ability to read at grade level.

1256           (II) Provides skill development in phonemic awareness,  
 1257 phonics, fluency, vocabulary, and comprehension.

1258           (III) Provides scientifically based and reliable  
 1259 assessment.

1260           (IV) Provides initial and ongoing analysis of each

1261 student's reading progress.

1262 (V) Is implemented during regular school hours.

1263 (VI) Provides a curriculum in core academic subjects to  
1264 assist the student in maintaining or meeting proficiency levels  
1265 for the appropriate grade in all academic subjects.

1266 8. Establish at each school, where applicable, an  
1267 Intensive Acceleration Class for retained grade 3 students who  
1268 subsequently score at Level 1 on the reading portion of the  
1269 FCAT. The focus of the Intensive Acceleration Class shall be to  
1270 increase a child's reading level at least two grade levels in 1  
1271 school year. The Intensive Acceleration Class shall:

1272 a. Be provided to any student in grade 3 who scores at  
1273 Level 1 on the reading portion of the FCAT and who was retained  
1274 in grade 3 the prior year because of scoring at Level 1 on the  
1275 reading portion of the FCAT.

1276 b. Have a reduced teacher-student ratio.

1277 c. Provide uninterrupted reading instruction for the  
1278 majority of student contact time each day and incorporate  
1279 opportunities to master the World Class Education Standards for  
1280 grade 4 ~~Sunshine State Standards~~ in other core subject areas.

1281 d. Use a reading program that is scientifically research-  
1282 based and has proven results in accelerating student reading  
1283 achievement within the same school year.

1284 e. Provide intensive language and vocabulary instruction  
1285 using a scientifically research-based program, including use of  
1286 a speech-language therapist.

1287 f. Include weekly progress monitoring measures to ensure  
1288 progress is being made.

1289 g. Report to the Department of Education, in the manner  
1290 described by the department, the progress of students in the  
1291 class at the end of the first semester.

1292 9. Report to the State Board of Education, as requested,  
1293 on the specific intensive reading interventions and supports  
1294 implemented at the school district level. The Commissioner of  
1295 Education shall annually prescribe the required components of  
1296 requested reports.

1297 10. Provide a student who has been retained in grade 3 and  
1298 has received intensive instructional services but is still not  
1299 ready for grade promotion, as determined by the school district,  
1300 the option of being placed in a transitional instructional  
1301 setting. Such setting shall specifically be designed to produce  
1302 learning gains sufficient to meet grade 4 performance standards  
1303 while continuing to remediate the areas of reading deficiency.

1304 (8) ANNUAL REPORT.--

1305 (a) In addition to the requirements in paragraph (5)(b),  
1306 each district school board must annually report to the parent of  
1307 each student the progress of the student toward achieving state  
1308 and district expectations for proficiency in reading, writing,  
1309 science, social studies, and mathematics. The district school  
1310 board must report to the parent the student's results on each  
1311 statewide assessment test. The evaluation of each student's  
1312 progress must be based upon the student's classroom work,  
1313 observations, tests, district and state assessments, and other  
1314 relevant information. Progress reporting must be provided to the  
1315 parent in writing in a format adopted by the district school  
1316 board.

1317 Section 22. Paragraph (b) of subsection (1) of section  
 1318 1008.385, Florida Statutes, is amended to read:  
 1319 1008.385 Educational planning and information systems.--  
 1320 (1) EDUCATIONAL PLANNING.--  
 1321 (b) Each district school board shall maintain a continuing  
 1322 system of planning and budgeting designed to aid in identifying  
 1323 and meeting the educational needs of students and the public.  
 1324 Provision shall be made for coordination between district school  
 1325 boards and community college boards of trustees concerning the  
 1326 planning for career education and adult educational programs.  
 1327 The major emphasis of the system shall be upon locally  
 1328 determined goals and objectives, the state plan for education,  
 1329 and the World Class Education ~~Sunshine State~~ Standards developed  
 1330 by the Department of Education and adopted by the State Board of  
 1331 Education. The district planning and budgeting system must  
 1332 include consideration of student achievement data obtained  
 1333 pursuant to ss. 1008.22 and 1008.34. The system shall be  
 1334 structured to meet the specific management needs of the district  
 1335 and to align the budget adopted by the district school board  
 1336 with the plan the board has also adopted. Each district school  
 1337 board shall utilize its system of planning and budgeting to  
 1338 emphasize a system of school-based management in which  
 1339 individual school centers become the principal planning units  
 1340 and to integrate planning and budgeting at the school level.

1341 Section 23. Paragraph (o) of subsection (2) of  
 1342 section 1012.05, Florida Statutes, is amended to read:  
 1343 1012.05 Teacher recruitment and retention.--  
 1344 (2) The Department of Education shall:



1345 (o) Develop and implement an online Teacher Toolkit that  
 1346 contains a menu of resources, based on the World Class Education  
 1347 ~~Sunshine State~~ Standards, that all teachers can use to enhance  
 1348 classroom instruction and increase teacher effectiveness, thus  
 1349 resulting in improved student achievement.

1350 Section 24. Subsection (5) of section 1012.28, Florida  
 1351 Statutes, is amended to read:

1352 1012.28 Public school personnel; duties of school  
 1353 principals.--

1354 (5) Each school principal shall perform such duties as may  
 1355 be assigned by the district school superintendent, pursuant to  
 1356 the rules of the district school board. Such rules shall  
 1357 include, but are not limited to, rules relating to  
 1358 administrative responsibility, instructional leadership in  
 1359 implementing the World Class Education ~~Sunshine State~~ Standards  
 1360 and the overall educational program of the school to which the  
 1361 school principal is assigned, submission of personnel  
 1362 recommendations to the district school superintendent,  
 1363 administrative responsibility for records and reports,  
 1364 administration of corporal punishment, and student suspension.

1365 Section 25. Subsection (1) of section 1012.52, Florida  
 1366 Statutes, is amended to read:

1367 1012.52 Teacher quality; legislative findings.--

1368 (1) The Legislature intends to implement a comprehensive  
 1369 approach to increase students' academic achievement and improve  
 1370 teaching quality. The Legislature recognizes that professional  
 1371 educators play an important role in shaping the future of this  
 1372 state and the nation by developing the knowledge and skills of

1373 our future workforce and laying the foundation for good  
 1374 citizenship and full participation in community and civic life.  
 1375 The Legislature also recognizes its role in meeting the state's  
 1376 educational priorities so as to provide opportunity for all  
 1377 students to achieve at the levels set by the World Class  
 1378 Education ~~Sunshine State~~ Standards.

1379 Section 26. Subsection (4) and paragraph (a) of subsection  
 1380 (7) of section 1012.56, Florida Statutes, are amended to read:

1381 1012.56 Educator certification requirements.--

1382 (4) MASTERY OF SUBJECT AREA KNOWLEDGE.--Acceptable means  
 1383 of demonstrating mastery of subject area knowledge are:

1384 (a) Achievement of passing scores on subject area  
 1385 examinations required by state board rule;

1386 (b) Completion of the subject area specialization  
 1387 requirements specified in state board rule and verification of  
 1388 the attainment of the essential subject matter competencies by  
 1389 the district school superintendent of the employing school  
 1390 district or chief administrative officer of the employing state-  
 1391 supported or private school for a subject area for which a  
 1392 subject area examination has not been developed and required by  
 1393 state board rule;

1394 (c) Completion of the subject area specialization  
 1395 requirements specified in state board rule for a subject  
 1396 coverage requiring a master's or higher degree and achievement  
 1397 of a passing score on the subject area examination specified in  
 1398 state board rule;

1399 (d) A valid professional standard teaching certificate  
 1400 issued by another state; or

1401 (e) A valid certificate issued by the National Board for  
 1402 Professional Teaching Standards or a national educator  
 1403 credentialing board approved by the State Board of Education.

1404  
 1405 School districts are encouraged to provide mechanisms for those  
 1406 middle school teachers holding only a K-6 teaching certificate  
 1407 to obtain a subject area coverage for middle grades through  
 1408 postsecondary coursework or district add-on certification. As  
 1409 the Sunshine State Standards are replaced by the World Class  
 1410 Education Standards under s. 1001.03(1), the State Board of  
 1411 Education shall align the subject area examinations to the World  
 1412 Class Education Standards.

1413 (7) PROFESSIONAL PREPARATION ALTERNATIVE CERTIFICATION AND  
 1414 EDUCATION COMPETENCY PROGRAM.--

1415 (a) The Department of Education shall develop and each  
 1416 school district must provide a cohesive competency-based  
 1417 professional preparation alternative certification program by  
 1418 which members of a school district's instructional staff may  
 1419 satisfy the mastery of professional preparation and education  
 1420 competence requirements specified in this subsection and rules  
 1421 of the State Board of Education. Participants must hold a state-  
 1422 issued temporary certificate. A school district shall provide a  
 1423 competency-based alternative certification preparation program  
 1424 developed by the Department of Education or developed by the  
 1425 district and approved by the Department of Education. The  
 1426 program shall include the following components:

1427 1. A minimum period of initial preparation prior to  
 1428 assuming duties as the teacher of record.

- 1429           2. An option for collaboration between school districts  
 1430 and other supporting agencies for implementation.
- 1431           3. Experienced peer mentors.
- 1432           4. An assessment that provides for:
- 1433           a. An initial evaluation of each educator's competencies  
 1434 to determine an appropriate individualized professional  
 1435 development plan.
- 1436           b. A postevaluation to assure successful completion of the  
 1437 program.
- 1438           5. Professional education preparation content knowledge  
 1439 that includes, but is not limited to, the following:
- 1440           a. Requirements specified in state board rule for  
 1441 professional preparation.
- 1442           b. The educator-accomplished practices approved by the  
 1443 state board.
- 1444           c. A variety of data indicators for student progress.
- 1445           d. Methodologies, including technology-based  
 1446 methodologies, for teaching subject content that supports the  
 1447 World Class Education ~~Sunshine State~~ Standards for students.
- 1448           e. Techniques for effective classroom management.
- 1449           f. Techniques and strategies for operationalizing the role  
 1450 of the teacher in assuring a safe learning environment for  
 1451 students.
- 1452           g. Methodologies for assuring the ability of all students  
 1453 to read, write, and compute.
- 1454           6. Required achievement of passing scores on the  
 1455 professional education competency examination required by state  
 1456 board rule.

1457 Section 27. Paragraph (a) of subsection (3) of section  
 1458 1012.585, Florida Statutes, is amended to read:

1459 1012.585 Process for renewal of professional  
 1460 certificates.--

1461 (3) For the renewal of a professional certificate, the  
 1462 following requirements must be met:

1463 (a) The applicant must earn a minimum of 6 college credits  
 1464 or 120 inservice points or a combination thereof. For each area  
 1465 of specialization to be retained on a certificate, the applicant  
 1466 must earn at least 3 of the required credit hours or equivalent  
 1467 inservice points in the specialization area. Education in  
 1468 "clinical educator" training under ~~pursuant to~~ s. 1004.04(6)(b)  
 1469 and credits or points that provide training in the area of  
 1470 scientifically researched, knowledge-based reading literacy and  
 1471 computational skills acquisition, exceptional student education,  
 1472 normal child development, and the disorders of development may  
 1473 be applied toward any specialization area. Credits or points  
 1474 that provide training in the areas of drug abuse, child abuse  
 1475 and neglect, strategies in teaching students having limited  
 1476 proficiency in English, or dropout prevention, or training in  
 1477 areas identified in the educational goals and performance  
 1478 standards adopted under ~~pursuant to~~ ss. 1000.03(5) and 1008.345  
 1479 may be applied toward any specialization area. Credits or points  
 1480 earned through approved summer institutes may be applied toward  
 1481 the fulfillment of these requirements. Inservice points earned  
 1482 under s. 1012.98(4)(b)5.d. for inservice activities on the  
 1483 content and instruction of the World Class Education Standards  
 1484 may be applied toward any specialization area. Inservice points

1485 may also be earned by participation in professional growth  
1486 components approved by the State Board of Education and  
1487 specified under ~~pursuant to~~ s. 1012.98 in the district's  
1488 approved master plan for inservice educational training,  
1489 including, but not limited to, serving as a trainer in an  
1490 approved teacher training activity, serving on an instructional  
1491 materials committee or a state board or commission that deals  
1492 with educational issues, or serving on an advisory council  
1493 created under ~~pursuant to~~ s. 1001.452.

1494 Section 28. Subsection (1) of section 1012.72, Florida  
1495 Statutes, is amended to read:

1496 1012.72 Dale Hickam Excellent Teaching Program.--

1497 (1) The Legislature recognizes that teachers play a  
1498 critical role in preparing students to achieve the high levels  
1499 of academic performance expected by the World Class Education  
1500 ~~Sunshine State~~ Standards. The Legislature further recognizes the  
1501 importance of identifying and rewarding teaching excellence and  
1502 of encouraging good teachers to become excellent teachers. The  
1503 Legislature finds that the National Board of Professional  
1504 Teaching Standards (NBPTS) has established high and rigorous  
1505 standards for accomplished teaching and has developed a national  
1506 voluntary system for assessing and certifying teachers who  
1507 demonstrate teaching excellence by meeting those standards. It  
1508 is therefore the Legislature's intent to provide incentives for  
1509 teachers to seek NBPTS certification and to reward teachers who  
1510 demonstrate teaching excellence by attaining NBPTS certification  
1511 and sharing their expertise with other teachers.

1512 Section 29. Subsection (1) and paragraph (b) of subsection

1513 (4) of section 1012.98, Florida Statutes, are amended, and  
 1514 subsections (12) and (13) are added to that section, to read:

1515 1012.98 School Community Professional Development Act.--

1516 (1) The Department of Education, public postsecondary  
 1517 educational institutions, public school districts, public  
 1518 schools, state education foundations, consortia, and  
 1519 professional organizations in this state shall work  
 1520 collaboratively to establish a coordinated system of  
 1521 professional development. The purpose of the professional  
 1522 development system is to increase student achievement, enhance  
 1523 classroom instructional strategies that promote rigor and  
 1524 relevance throughout the curriculum, and prepare students for  
 1525 continuing education and the workforce. The system of  
 1526 professional development must align to the World Class Education  
 1527 ~~Standards adopted by the state~~ and support the framework for  
 1528 standards adopted by the National Staff Development Council.

1529 (4) The Department of Education, school districts,  
 1530 schools, community colleges, and state universities share the  
 1531 responsibilities described in this section. These  
 1532 responsibilities include the following:

1533 (b) Each school district shall develop a professional  
 1534 development system as specified in subsection (3). The system  
 1535 shall be developed in consultation with teachers, teacher-  
 1536 educators of community colleges and state universities, business  
 1537 and community representatives, and local education foundations,  
 1538 consortia, and professional organizations. The professional  
 1539 development system must:

1540 1. Be approved by the department. All substantial

1541 revisions to the system must ~~shall~~ be submitted to the  
1542 department for review for continued approval.

1543 2. Be based on analyses of student achievement data and  
1544 instructional strategies and methods that support rigorous,  
1545 relevant, and challenging curricula for all students. Schools  
1546 and districts, in developing and refining the professional  
1547 development system, shall also review and monitor school  
1548 discipline data; school environment surveys; assessments of  
1549 parental satisfaction; performance appraisal data of teachers,  
1550 managers, and administrative personnel; and other performance  
1551 indicators to identify school and student needs that can be met  
1552 by improved professional performance.

1553 3. Provide inservice activities coupled with followup  
1554 support appropriate to accomplish state, district, ~~district-~~  
1555 ~~level~~ and school ~~school-level~~ improvement goals and standards.  
1556 The inservice activities for instructional personnel shall focus  
1557 on analysis of student achievement data, ongoing formal and  
1558 informal assessments of student achievement, identification and  
1559 use of enhanced and differentiated instructional strategies that  
1560 emphasize rigor, relevance, and reading in the content areas,  
1561 enhancement of subject content expertise, integrated use of  
1562 classroom technology that enhances teaching and learning,  
1563 classroom management, parent involvement, and school safety. As  
1564 the Sunshine State Standards are replaced by the World Class  
1565 Education Standards under s. 1001.03(1), a school district must  
1566 align its inservice activities to the World Class Education  
1567 Standards.

1568 4. Include a master plan for inservice activities, in



1569 accordance with ~~pursuant to~~ rules of the State Board of  
 1570 Education, for all district employees from all fund sources. The  
 1571 master plan shall be updated annually by September 1, must be  
 1572 based on input from teachers and district and school  
 1573 instructional leaders, and must use the latest available student  
 1574 achievement data and research to enhance rigor and relevance in  
 1575 the classroom. Each district inservice plan must be aligned to  
 1576 and support the school-based inservice plans and school  
 1577 improvement plans under ~~pursuant to~~ s. 1001.42(16). District  
 1578 plans must be approved by the district school board annually in  
 1579 order to ensure compliance with subsection (1) and to allow for  
 1580 dissemination of research-based best practices to other  
 1581 districts. District school boards must submit verification of  
 1582 their approval to the Commissioner of Education by ~~no later than~~  
 1583 October 1 of each year, ~~annually~~.

1584         5. Require each school principal to establish and maintain  
 1585 an individual professional development plan for each  
 1586 instructional employee assigned to the school as a seamless  
 1587 component to the school improvement plans developed under  
 1588 ~~pursuant to~~ s. 1001.42(16). The individual professional  
 1589 development plan must:

- 1590             a. Be related to specific performance data for the
- 1591 students to whom the teacher is assigned.
- 1592             b. Define the inservice objectives and specific measurable
- 1593 improvements expected in student performance as a result of the
- 1594 inservice activity.
- 1595             c. Include an evaluation component that determines the
- 1596 effectiveness of the professional development plan.

1597 d. Require the instructional employee to earn at least 20  
1598 inservice points for inservice activities on the content and  
1599 instruction of the World Class Education Standards. The award of  
1600 inservice points is conditioned upon the employee's passage of  
1601 an inservice examination of the knowledge and skills presented  
1602 through the inservice activities. An instructional employee is  
1603 required to take only those parts of an inservice examination on  
1604 subject areas for which the employee holds certification or  
1605 endorsement. If an instructional employee passes the inservice  
1606 examination after completing less than 20 inservice hours, the  
1607 employee is awarded a total of 20 inservice points. The  
1608 Department of Education shall establish minimum competencies for  
1609 the inservice examinations. An instructional employee must earn  
1610 the inservice points for at least one subject area by the end of  
1611 the next school year after:

1612 (I) Initial adoption of the World Class Education  
1613 Standards for the subject area; and

1614 (II) Subsequent adoption of the World Class Education  
1615 Standards for the subject area if the Commissioner of Education  
1616 determines that the standards for the subject area are  
1617 substantially revised from the previously adopted standards.

1618  
1619 If the instructional employee holds certification or endorsement  
1620 in more than one subject area, the employee must earn the  
1621 required inservice points for the remaining subject areas before  
1622 the employee's educator certificate is required to be renewed.  
1623 However, if this sub-subparagraph requires the instructional  
1624 employee to earn the inservice points within the last 2 years of

1625 the employee's recertification period, the employee must earn  
 1626 the inservice points for at least one subject area per year and  
 1627 must earn all of the inservice points for the remaining subject  
 1628 areas within 2 years after the employee's educator certificate  
 1629 is required to be renewed.

1630 6. Include inservice activities for school administrative  
 1631 personnel that address updated skills necessary for  
 1632 instructional leadership and effective school management under  
 1633 ~~pursuant to~~ s. 1012.986.

1634 7. Provide for systematic consultation with regional and  
 1635 state personnel designated to provide technical assistance and  
 1636 evaluation of local professional development programs.

1637 8. Provide for delivery of professional development by  
 1638 distance learning and other technology-based delivery systems to  
 1639 reach more educators at lower costs.

1640 9. Provide for the continuous evaluation of the quality  
 1641 and effectiveness of professional development programs in order  
 1642 to eliminate ineffective programs and strategies and to expand  
 1643 effective ones. Evaluations must consider the impact of such  
 1644 activities on the performance of participating educators and  
 1645 their students' achievement and behavior.

1646 (12) The State Board of Education shall require the  
 1647 statewide standardized delivery of inservice activities for  
 1648 Florida educators on the content and instruction of the World  
 1649 Class Education Standards. The effectiveness of the inservice  
 1650 activities shall be evaluated using performance outcomes of both  
 1651 the educator and the educator's students.

1652 (13) The Department of Education shall provide statewide

1653 standardized professional development for educators on the  
1654 Florida Comprehensive Assessment Test, and all Florida educators  
1655 must participate in the professional development. The  
1656 professional development shall include, at a minimum,  
1657 instruction on how the Florida Comprehensive Assessment Test is  
1658 developed and scored, what information is available to parents  
1659 and students about the test, the ethical and professional  
1660 standards of instruction aligned to state-adopted standards and  
1661 the importance of not teaching to the test, and the process used  
1662 in grading schools for the state's accountability system.

1663 Section 30. Funding for professional development.--

1664 (1) By January 15, 2008, each school district shall submit  
1665 to the Department of Education, in the format prescribed by the  
1666 department, an inventory of all professional development  
1667 programs offered by the district during the 2006-2007 fiscal  
1668 year. The department shall compile a statewide inventory of the  
1669 programs using the information submitted by each district.

1670 (2) (a) The Department of Education and school districts  
1671 shall give priority in the allocation and use of professional  
1672 development funds provided for the 2008-2009 fiscal year to  
1673 professional development programs on the World Class Education  
1674 Standards that have measurable outcomes, with an emphasis on  
1675 programs delivered through the use of information technology.

1676 (b) By December 31, 2009, each school district shall  
1677 submit to the Department of Education, in the format prescribed  
1678 by the department, a report detailing the district's use of  
1679 professional development funds during the 2008-2009 fiscal year.  
1680 The report, at a minimum, shall identify each program within the

1681 district that is provided state funds, the portion of the  
1682 program devoted to professional development on the World Class  
1683 Education Standards, and the measurable outcomes of the program.

1684 Section 31. After-school programs.--

1685 (1) The Office of Program Policy Analysis and Government  
1686 Accountability, by January 1, 2008, shall submit a report to the  
1687 Governor, the President of the Senate, and the Speaker of the  
1688 House of Representatives on after-school programs. The report  
1689 shall:

1690 (a) Review different types of public and private after-  
1691 school programs available for families;

1692 (b) Identify strong accountability measures, including  
1693 outcomes, that could be used to measure the success of after-  
1694 school programs;

1695 (c) Review existing research that analyzes the types of  
1696 after-school programs that provide important educational  
1697 benefits for students and families;

1698 (d) Include options for providing incentives to create  
1699 public-private partnerships to expand after-school programs;

1700 (e) Review how the state could maximize federal funding of  
1701 after-school programs, including, but not limited to, an  
1702 examination of current methods for obtaining funding from the  
1703 Federal Government, including grants, and other methods for  
1704 obtaining federal funding; and

1705 (f) Provide options for correcting the state's  
1706 deficiencies in obtaining federal funding for after-school  
1707 programs, if the report finds any deficiencies, and the  
1708 projected cost of implementing those options.

1709           (2) The Office of Program Policy Analysis and Government  
1710 Accountability, in conducting research for the report, shall  
1711 consult with the Department of Education, the Department of  
1712 Children and Family Services, and other interested entities that  
1713 may offer unique experiences and perspectives on after-school  
1714 programs.

1715           Section 32. Visual and performing arts education.--By  
1716 February 1, 2008, the Commissioner of Education shall submit a  
1717 report to the Governor, the President of the Senate, and the  
1718 Speaker of the House of Representatives on the opportunities  
1719 available to students in this state for participation in visual  
1720 and performing arts education in K-12 public schools. The report  
1721 shall include the following elements:

1722           (1) Enrollment data for students enrolled in visual and  
1723 performing arts courses for the previous 5 school years,  
1724 reported separately for music, visual arts, theatre, and dance  
1725 by grade level; and

1726           (2) An analysis of the correlation between a student's  
1727 participation in visual and performing arts education and  
1728 overall student performance. The analysis shall examine the  
1729 number of credits in visual and performing arts taken by grade  
1730 12 students in public high school during the previous 5 school  
1731 years compared to the students' high school graduation rates,  
1732 grade point averages, and attendance.

1733           Section 33. Public-Private Partnering Task Force.--

1734           (1) Effective upon this act becoming a law, there is  
1735 created the Public-Private Partnering Task Force. The task force  
1736 is composed of the following members: the Secretary of

1737 Management Services or the secretary's designee, who shall serve  
1738 as chair; the chair of the State Board of Education or the  
1739 chair's designee, who shall serve as vice chair; and five  
1740 members who are not members of the Legislature or school  
1741 district officers or employees and who have a broad variety of  
1742 business experience in public-private partnering, one of whom  
1743 shall be appointed by the Governor, two of whom shall be  
1744 appointed by the President of the Senate, and two of whom shall  
1745 be appointed by Speaker of the House of Representatives.

1746 (2) The members of the task force shall be appointed by  
1747 July 1, 2007, and shall convene the initial meeting of the task  
1748 force by August 1, 2007.

1749 (3) The task force is assigned to the Department of  
1750 Management Services for administrative purposes. Members of the  
1751 task force are entitled to per diem and travel expenses under s.  
1752 112.061, Florida Statutes, and are subject to the Code of Ethics  
1753 for Public Officers and Employees under part III of chapter 112,  
1754 Florida Statutes.

1755 (4) By February 1, 2008, the task force shall submit  
1756 recommendations to the Governor, the President of the Senate,  
1757 and the Speaker of the House of Representatives. The  
1758 recommendations shall include, but are not limited to, the  
1759 following:

1760 (a) Recommendations on public-private partnering for  
1761 school construction, leasing, and maintenance that relate to:

1762 1. The feasibility and advisability of, and possible  
1763 methodologies for, achieving greater facilities construction and  
1764 maintenance cost efficiencies and reducing construction times

1765 through public-private partnering.

1766 2. Optimal design and performance standards for safe and  
1767 functional school facilities that are space efficient and  
1768 technologically advanced.

1769 3. Optimal construction standards that ensure appropriate  
1770 industry standards and optimal life cycles, including, but not  
1771 limited to, standards for optimal size of core facility space,  
1772 design-build performance contracting, energy efficiency, and  
1773 life-cycle systems costing.

1774 4. Maintenance, repair, renovation, remodeling, and site  
1775 acquisition standards, guidelines, and protocols.

1776 5. Optimal use of permanent versus relocatable facilities  
1777 and protocols for decisionmaking regarding both facility  
1778 options.

1779 6. Protocols for regular assessments of facility capacity  
1780 to ensure maximization of space utilization.

1781 7. Energy performance contracting with guaranteed annual  
1782 energy savings.

1783 (b) Recommendations on public-private partnering for  
1784 school transportation services that relate to:

1785 1. Fuel and bus efficiencies.

1786 2. Route planning, times, and design efficiencies.

1787 (c) Recommendations on public-private partnering for  
1788 school food services that relate to:

1789 1. Relevant federal law and implications.

1790 2. Potential liability issues.

1791 3. Quality control.

1792 (5) Upon delivery of its final report and recommendations,



1793 the task force is abolished.

1794 Section 34. State-level governance of early learning  
1795 programs and child care regulation.--By December 31, 2007, the  
1796 Office of Program Policy Analysis and Government Accountability  
1797 shall submit a report to the Governor, the President of the  
1798 Senate, and the Speaker of the House of Representatives on the  
1799 state-level governance structure for the state's early learning  
1800 programs and child care regulation, including, but not limited  
1801 to, the Voluntary Prekindergarten Education Program, school  
1802 readiness programs, and child care resource and referral.

1803 (1) The report shall:

1804 (a) Evaluate the current state-level governance structure,  
1805 which is divided among the Department of Education, the Office  
1806 of Early Learning of the Agency for Workforce Innovation, and  
1807 the Child Care Services Program Office of the Department of  
1808 Children and Family Services.

1809 (b) Identify whether duplication of functions, duties, or  
1810 activities exists among the three state agencies and, if  
1811 duplication does exist, describe the nature and extent of the  
1812 duplication.

1813 (c) Examine the coordination efforts among the three state  
1814 agencies and their efforts to minimize duplication of functions,  
1815 duties, and activities.

1816 (d) Review the state-level governance structure, and the  
1817 sources and levels of funding, for early learning programs and  
1818 child care regulation in other states.

1819 (e) Identify and evaluate options, and make specific  
1820 recommendations, for the state-level governance structure to

1821 provide effective and efficient administration of early learning  
 1822 programs and child care regulation, including, but not limited  
 1823 to:

1824 1. Maintaining the current governance structure, including  
 1825 specific options for improving state-level governance.

1826 2. Reorganizing parts of the current governance structure.

1827 3. Consolidating the governance structure within a new or  
 1828 existing state agency or department. The report shall identify  
 1829 and evaluate options as to which state agency or department is  
 1830 most appropriate for administrative placement of the governance  
 1831 structure.

1832 (2) The report may include recommendations on the state-  
 1833 level governance for other programs in this state that relate to  
 1834 early learning and child care, including, but not limited to:

1835 (a) Child Care Food Program administered by the Department  
 1836 of Health.

1837 (b) Florida Infants and Toddlers Early Intervention  
 1838 Program administered by the Department of Health under part C of  
 1839 the federal Individuals with Disabilities Education Act.

1840 (c) Special programs for prekindergarten children with  
 1841 disabilities administered by the Department of Education under  
 1842 part B of the federal Individuals with Disabilities Education  
 1843 Act.

1844 Section 35. The sum of \$2,525,000 is appropriated from the  
 1845 General Revenue Fund to the Department of Education for the  
 1846 2007-2008 fiscal year for purposes of implementing this act.

1847 Section 36. Except as otherwise expressly provided in this  
 1848 act, this act shall take effect July 1, 2007.